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| Learning Objectives: |
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| Bridge-in / Connecting Learning from previous learning:What previous learning can be connected to this lesson to bridge-in earlier lessons? See strategies to activate prior knowledge. |
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| Pre-Assessment:What pre-assessment can help students reflect on their current understanding of this topic? |
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| Stages | Instructional Process (Considerations when you are creating your lesson plan) | Content (Describe and list your teaching strategies and activities) | Required Resources |
| Beginning | Present an introduction to the lesson topic and provide an overview of what will be covered, the rationale and key vocabulary.Engage learners in an activity to activate prior knowledge: * Use the poll feature to gauge learners' existing knowledge on a topic.
* Use breakout rooms for small group discussions. Pose a question or problem related to the new topic and let them discuss it.
* Use the Zoom whiteboard to brainstorm ideas or concepts related to a topic.
* Encourage learners to ask and answer questions about the topic. This can be done verbally or through the chat function.
* Pose questions about upcoming content and have learners predict the answers.
* Conduct a live KWL discussion, asking learners to share what they already know and want to learn in small groups and present the information during a debriefing.
* Share your screen and use digital flashcards to review previous related content.
* Have learners create concept maps of what they already know and ask volunteers to share their maps.
* Use breakout rooms for "Think-Pair-Share" activities where learners discuss a question or problem.
* Three-Two-One: Ask learners to write and share three things they know about the topic, two things they want to find out, and one question they have.
* Use a tool like Padlet for learners to post what they know or questions they have.
* Share a short survey or questionnaire to fill out live about the upcoming topic.
* Ask learners to draw a quick sketch related to the topic and hold it up to their camera.
* Have learners share a document or image on a related topic, then take turns sharing screens to view and discuss each.
* Share a relevant video and ask learners to make predictions or connections based on their existing knowledge.
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| Middle | * Deliver the main content of the lesson through live interactive lectures, demonstrations, screen-shared visual aids, or breakout room activities.
* Break down complex concepts into smaller, digestible parts through clear explanations, examples, and illustrations with videos and/or on a whiteboard.
* Continue to encourage learner participation and engagement through discussions in chat, group work via breakout rooms, or hands-on activities that can be completed individually and then shared with the class.
* Continue delivering the content of the lesson using shared screen resources such as articles, videos, etc.
* Implement formative assessment techniques like quizzes, mind maps, or discussion prompts, using the poll or whiteboard feature to check for understanding. Provide feedback in real-time.
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| End | * Create a short summary of the topics and concepts covered.
* Utilize chat or follow-up emails to address any misconceptions or difficulties learners may have encountered during the learning process.
* Consider using digital exit tickets as a form of assessment at the end of the lesson. These could be short activities or questions that learners complete independently and submit online.
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| Assessment / Homework:Consider using exit tickets as a form of assessment at the end of the lesson. Exit tickets are short activities or questions that learners complete independently. |
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| Notes for Next Lesson: |
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